



GOOD NEWS: "The best things in life are free."

- READ TO THEM
- Research states: The best predictor of success in reading is when children have had stories read to them.
- Free: Encourage your teachers to read to the entire class for 15 to 30 min.
- It is free and reading to students expands their listening vocabulary.



- Research studies indicate that students need to have words in their listening vocabulary before they begin to read them.
- Encourage parents to read to their students and share books.
- Some parents need to have this demonstrated to them.
- You are building a community of readers and learners.



The following publications
offer helpful suggestions
and activities:

- *A Child Becomes a Reader* National Institute for Literacy, 2nd Ed. Spring 2003
- *Helping Your Child Become a Reader*, U. S. Department of Education, 2002



Reading

- **READING** is a process in which we construct meaning from print.
 - Reading is not word calling or successful decoding of words.
- Prior knowledge** is the background information that a reader brings to a text. (Gunning, 2003)



MORE GOOD NEWS

- In *The Nation's Report Card: Reading 2002*
- 4th Grade Reading Scores have risen since 1994
- 8th Grade Reading Scores have risen since 1992



Not So Good News

- Females had higher average scores than males at 4th, 8th & 12th.
- Over representation of minority children assigned to special education classrooms.
- Schools in urban fringe/large town outperformed central city and rural area.



Motivation to Read

- Provide wide variety of books and other reading material.
- Help students recognize the value of reading in their lives.
- Give time for personal interest through books.
- Accept their reading choice—honor it, expand it.



Five Areas of No Child Left Behind:

(U. S. Department of Education, 2002b)



Phonemic Awareness:

- The ability to hear, identify and play with individual sounds or phonemes--in spoken words.



Phonics:

- The relationship between the letters of written language and the sounds of spoken language.
- In May, 2003 Camilli, Vargas, & Uurecko analyzed the National Reading Panel's report and drew the following conclusions: "The combination of systematic phonics instruction with other techniques may triple the effect of phonics alone."
- Check the Grade-Level Expectations on DESE's website
<http://www.dese.state.mo.us/divimprove/GLE%20Documents.html>



Vocabulary:

- The words students must know to communicate effectively.
- There are a variety of methods to use to increase vocabulary development.



The following are some methods teachers have found useful:

- Predicting Pie, Vocab-O-Gram, Possible Sentences, List, Group & Label, Contextual Redefinition, Knowledge Rating, Pictorial Map, Linear Arrays/Semantic Gradient, Vocabulary Star, The Five W's, Vocabulary Self-Selection, Semantic Mapping, Word Map, and Feature Analysis
- To help develop an interests in words try: Language, Synonyms and Antonyms, Homographs and Synonym Substitutes
- All vocabulary should be taught in context and with meaning.



Comprehension:

- The ability to understand and gain meaning from what has been read.
- Ways to help promote comprehension:
 - Preview Text: Picture and Text Survey, Story Map, Story Frames, Story Pyramid, Graphic Organizers, Creating Comic Strips, Open-Mind Portraits, What I F?, GRASP, Character Trait Map, Herringbone,



Fluency:

- The capacity to read text accurately and quickly.
- Ways to help promote fluency:
 - Echo Reading, Reading Calendar



HISTORY:

- 1950's Dick and Jane—Sight method—Lock Step Teachers' Manual
- 1960's Phonics & Programmed Readers—"Cat sat on the Mat"
- 1970's Basal
- 1980's Whole Language
- 1990's State Adoption of Basal, Computer Programs (AR), Literature Sets
- 2000's Phonics, Basal, Literature, Computer, Individualized, Reading/Writing Connection



**GOOD TEACHERS MAKE
THE BEST PROGRAMS
BETTER
GOOD TEACHERS SELECT
WHAT IS BEST FOR
THEIR STUDENTS**



- Literacy environment provides students with a risk free, meaningful experience.
- The teacher should provide many opportunities for social interaction, collaborative and real-life experiences.
- The teacher should model many different strategies to assist students in reading.
- Recent research appears to favor an integrated approach that employs explicit skill instruction embedded in a rich, meaning-based curriculum.



Good teachers believe all students can learn—just in different ways.

- They understand the child's strengths and his current level of performance and build on it.
- They keep current with research and teach a variety of strategies.



They will teach:

- Phonics Elements: Consonants, Vowels, Onsets and Rimes
Word Patterns
High-Frequency Words
Word Analysis
- According to the National Reading Panel (NRP) no single instructional practice is the key to reading success.
- Resource: Between the Lions (a television program)
<http://www.pbskids.org/lions/guide>

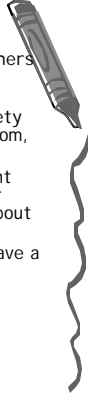


10 Principles Honoring Children's Rights To Excellent Reading Instruction

1. Children have a right to appropriate early reading instruction based on their individual needs.
2. Children have a right to reading instruction that builds both the skill and the desire to read increasingly complex materials.



- 3. Children have a right to well-prepared teachers who keep their skills up- to-date through effective professional development.
- 4. Children have a right to access a wide variety of books and other reading material in classroom, school, and community libraries.
- 5. Children have a right to reading assessment that identifies their strengths as well as their needs and involves them in making decisions about their own learning.
- 6. Children who are struggling with reading have a right to receive intensive instruction from professionals specifically prepared to teach reading.



- 7. Children have a right to reading instruction that involves parents and communities in their academic lives.
- 8. Children have a right to reading instruction that makes meaningful use of their first language skills.
- 9. Children have the right to equal access to the technology used for the improvement of reading instruction.
- 10. Children have a right to classrooms that optimize learning opportunities.

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